Lobby Icebreaker
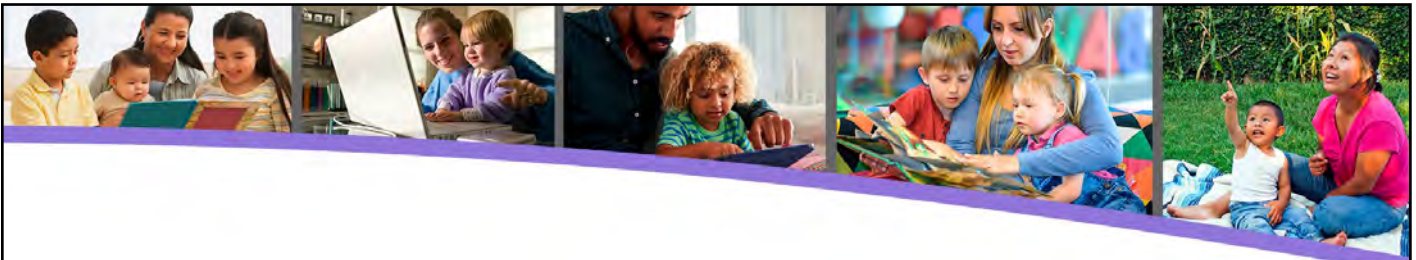
Let's Chat. Share Your Thoughts in the Chat Box:

- What was your first experience working with a family whose language was different than yours? How did you approach the language differences?

Family Engagement, Language, and Literacy Webinar Series

Partnering with Parents of Dual Language Learners

October 31, 2017 | 2–3 p.m. EDT

NATIONAL CENTER ON
Parent, Family and Community Engagement

Logistics

- If possible, connect via hard-wired internet (instead of WiFi).

- Help connectivity by closing other programs.

- Your phones will be on mute!

- To make a comment during the webinar, please use the chat box.

- This webinar will be posted on ECLKC.

Meet the Presenters

Linda Espinosa, Ph.D.
Professor Emeritus of Early Childhood Education
University of Missouri, Columbia
Committee Member
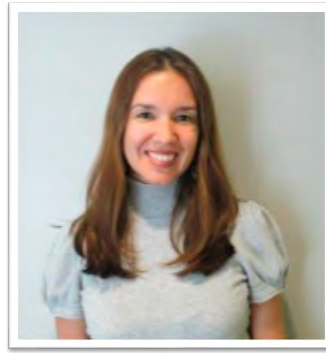
Deborah Mazzeo, Ph.D.
Cultural and Linguistic Practices Coordinator
National Center on Early Childhood Development,
Teaching, and Learning

Learning Objectives

Participants will:

- Recognize the value of engaging families to meet goals for dual language learning.

- Outline a plan for engaging families to support their children to retain their home language(s) as they also learn English.

- Become familiar with resources on supporting families of dual language learners.

Who are Dual Language Learners (DLLs)?

- Dual language learner means a child who is acquiring two or more languages at the same time, or a child who is learning a second language while continuing to develop their first language.

- The term "dual language learner" may encompass or overlap substantially with other terms frequently used, such as bilingual, English language learner (ELL), Limited English Proficient (LEP), English learner, and children who speak a Language Other Than English (LOTE).

45 CFR § 1305.2

Why Engage Families of Dual Language Learners?

"To promote school readiness in young dual language learners, we must establish strong, meaningful, and respectful partnerships with families."

-NASEM, 2017

Dual Language Learners

- There are more than 11 million DLLs ages 0-8, in U.S.
- DLLs represent almost 1/3 of all children in the U.S. under 8 years of age
- Most DLLs in U.S. are Hispanic and speak Spanish in the home (62%) followed by Chinese (3.3%)
- The majority of DLLs live in low-income families (58%)
- DLLs are less likely to be enrolled in Pre-K programs than EOs, 41% vs 48%
- Kindergarten entry scores for DLLs are 1/2 to 1 standard deviation below those of EOs in language and numeracy

-Park, O-Toole & Katsiaficas, 2017
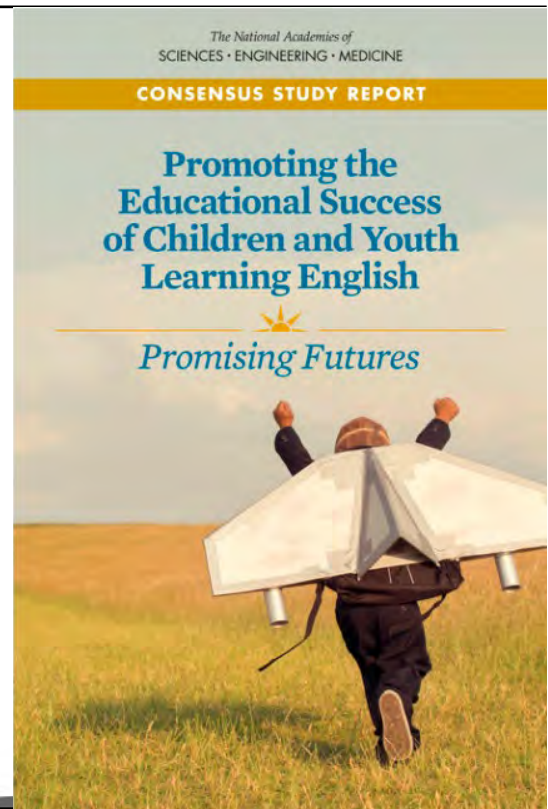

Joining the journey with parents.....

...to recognize and embrace their powerful role in shaping their children's development and be supported in effective practices.

Promoting the Educational Success of Children Learning English

https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english

The National Academies of
SCIENCES · ENGINEERING · MEDICINE
CONSENSUS STUDY REPORT

Promoting the Educational Success of Children and Youth Learning English
Promising Futures

Research: Engaging Families of Dual Language Learners

- Strong partnerships with families linked to improved outcomes for all children, including dual language learners

- Families are critical for preserving home languages

- More barriers to engaging with families of dual language learners

- Emerging research on effective practices for DLL families

Child Outcomes for DLLs

- **Effective family engagement is linked to improved child outcomes:**

  - Biliteracy, cognitive, math, social-emotional skills

  - Long-term academic achievement

  - Increased parent/family involvement throughout schooling

  - Family culture and language preservation

Advantages of Early Bilingualism

- Improved executive function skills

- Communication competence

- Comparable vocabulary size including words in all languages

Advantages of Early Bilingualism, continued

- Better social skills

- Stronger connections to culture and family

- Possible delay in onset of dementia/ Alzheimer's

Bilingual Language Development

- May take longer to process and respond to linguistic prompts

- Speech production might be slower
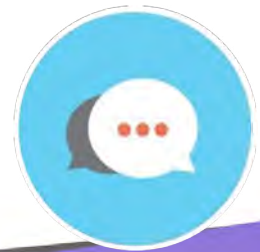
- Grammatical development may vary

Let's Chat. Share Your Thoughts in the Chat Box:

- Have families shared concerns with you about their child learning more than one language at one time? What kinds of worries do families have?

<div align="center">AND/OR</div>

- Have you noticed these advantages in your work with children and families?

Basic Principle of Best Practices for Early Childhood Education for Dual Language Learners

Systematic exposure to English and ongoing support of home language is critical

Early proficiency in both L1 and English at kindergarten entry is critical to becoming academically proficient in second language.

Families might feel...

- They must speak English to prepare child for kindergarten

- Their child cannot be bilingual/biliterate because of a disability

- Learning two or more languages can cause a language delay

- Learning English is more important than family language(s)

The National Academies of Sciences, Engineering, and Medicine (NASEM) Report Shows

- Families of Dual Language Learners are committed to high quality early childhood education

- When programs and families partner, young dual language learners are more likely to learn both languages and thrive academically
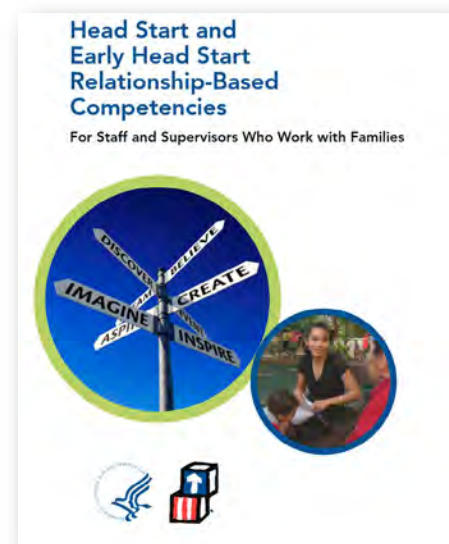
Strategies for Family Engagement

"All Head Start and Early Head Start staff members play a role in developing goal-directed relationships with families. When staff members throughout the HS/EHS organization develop relationships with families that are based on respect and trust, family engagement is more likely to thrive."

-Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families

https://eclkc.ohs.acf.hhs.gov/publication/head-start-early-head-start-relationship-based-competencies

Family Engagement and Dual Language Learners

- Ensure that families feel respected and supported

- Take time to learn about families

- Build on families "funds of knowledge"

Honor Families' Funds of Knowledge

- What it do we mean by "Funds of Knowledge"?

  - Families come with the best information about themselves and their child

- How do we honor that?

  - An attitude of openness and willingness to learn from parents and families

In group care settings ...

- Begin by asking the family about what is important to them

- When possible, employ staff who speak the language(s) common in your community

- With family help, use the child's home language in the classroom or family child care home

- Ask family and community members to volunteer – they can read, tell stories, have conversations

...and home visiting

- DLL families under-represented in home visiting programs

- Greater challenges when home visitor and families do not speak same language

- Little research on effectiveness of services for immigrant or DLL families

- Linguistic and cultural match between home visitors and mothers is valued by families

- Relationship skills seen as critical for HV effectiveness

Engaging Families

- Ask native speakers of families' home language(s) teach you and class a few words of their language(s)

- Use visual materials that represent the languages, cultures, and family practices of children in your program

- Use books and other materials that provide an authentic representation of the culture and language

Promising Strategies for Family Engagement

- Develop a two-way communication system
- Leverage everyday activities to promote language development for DLLs: making dinner; doing laundry; grocery shopping; bedtime rituals, etc.
- Expand social networking opportunities for DLL families: families learn from and support each other; in-person and on-line discussion groups; use social networking apps to help DLL families connect
- Connect families and community resources

Colorin Colorado, 2012

NATIONAL CENTER ON
Early Childhood   Parent, Family and Community Engagement

All About Me Books

- Give each family a blank book to complete together.

- Suggest they use photos, drawings, and words to describe who is in their family, how they celebrate birthdays and other occasions, favorite foods, favorite family activity.

Let's Chat. Share Your Thoughts in the Chat Box:

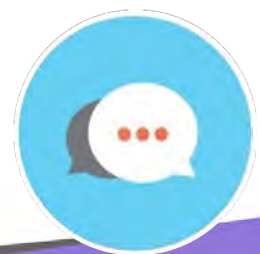- What are your strategies for engaging families you have used when you do not speak the language?

Resources to Share

Let's Chat. Share Your Thoughts in the Chat Box:

- What resources have you found helpful in learning about and working with children who are learning more than one language?

Multicultural Principles for Head Start Programs

https://eclkc.ohs.acf.hhs.gov/culture-language/article/multicultural-principles-early-childhood-leaders

Gathering and Using Language Information That Families Share

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-information.pdf

The Importance of Home Language Series

- The Benefits of Being Bilingual

- The Gift of Language

- Language at Home and in the Community for Families

- Language at Home and in the Community for Teachers

https://eclkc.ohs.acf.hhs.gov/culture-language/article/importance-home-language-series
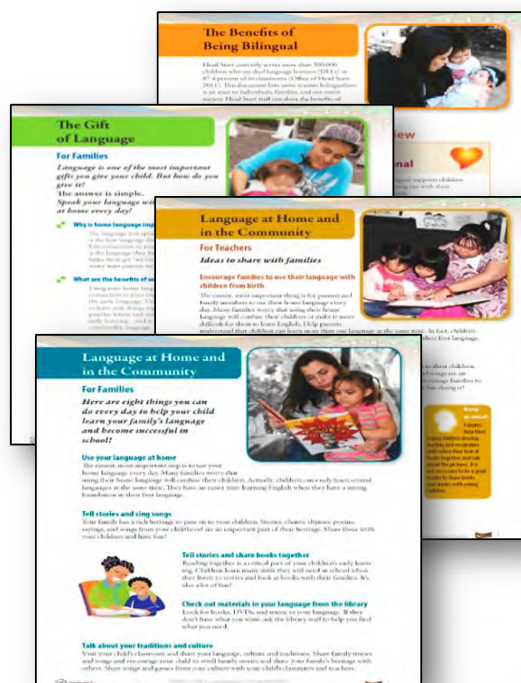
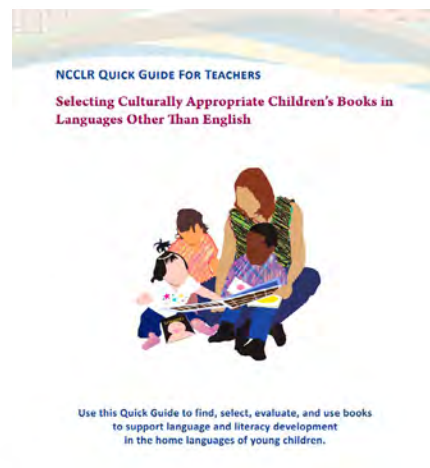# Strategies for Supporting Children's Learning in the Big 5

https://eclkc.ohs.acf.hhs.gov/culture-language/article/five-key-areas-language-literacy-development-school-readiness

Specific Strategies to Support DLLs When Adults Do Not Speak Their Language

- Including Children' Home Languages and Cultures
- Inviting and Supporting Cultural Guides and Home Language Models
- Language Modeling
- Planning and Organizing Thematic Instruction
- Supporting DLLs with Schedules and Transitions
- Selecting Culturally Appropriate Children's Books

https://eclkc.ohs.acf.hhs.gov/culture-language/article/specific-strategies-support-dual-language-learners-dlls-when-adults-do-not

NCCLR QUICK GUIDE FOR TEACHERS

Selecting Culturally Appropriate Children's Books in Languages Other Than English

Use this Quick Guide to find, select, evaluate, and use books to support language and literacy development in the home languages of young children.

Building Culturally and Linguistically Competent Services to Support Young Children, Their Families, and School Readiness

http://www.aecf.org/m/resourcedoc/AECF-Building CulturallyLinguisticallyCompetentServices_2004.pdf

Building Culturally & Linguistically Competent Services

to Support Young Children, Their Families, and School Readiness

Author
Kathy Seitzinger Hepburn, M.S.
Georgetown University Center for Child and Human Development

Prepared for:
The Annie E. Casey Foundation

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¡Colorín colorado!

A bilingual site for educators and families of English language learners

http://www.colorincolorado.org/

Promoting the Educational Success of Children Learning English: Toolkit
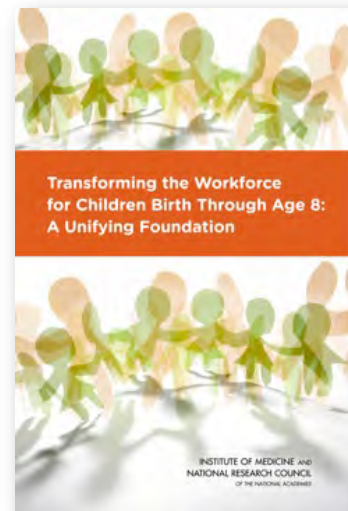

https://www.nap.edu/resource/24677/toolkit/

Family Partnerships for DLLs

- Build relationships with all families

- Encourage families to talk, read, and play

- Share children's progress with families

- Foster two-way communication

Transforming the Workforce
for Children Birth Through Age 8:
A Unifying Foundation

INSTITUTE OF MEDICINE AND
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

What questions do you have?

Please use the chat box.

Next Steps

Online Survey and Certificates

- Your feedback is important to us!

- And email with a survey link and certificate is on its way! Keep an eye out for it in your inbox.

For more information about this resource, please contact us:
pfcewebinars@ecetta.info | 1-866-763-6481